

THE

# American Freedman.

[Address, 76 John Street; or P. O. Box 5,733.]

VOL. I.

NEW YORK, DECEMBER, 1866.

No. 9.

## The American Freedmans Union Commission,

76 John Street, New York City.

"The object of this Commission is the relief, education, and elevation of the Freedmen of the United States, and to aid and co-operate with the people of the South, without distinction of race or color, in the improvement of their condition upon the basis of industry, education, freedom, and Christian morality. No school or depot of supplies shall be maintained from the benefits of which any shall be excluded because of color."—ART. II. CONSTITUTION.

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### THE AMERICAN FREEDMAN.

76 JOHN STREET, N. Y. CITY.

This journal is published as the central organ of the Freedmans Union Commission, for the benefit of the Branches and the information of all who are interested in the work of education in the South.

Copies will be furnished *without charge* to any Branch of the Commission for distribution in connection with their organs, or for such other use as may best subserve the interests of their work. Communications should be addressed to the General Secretary, Rev. LYMAN ABBOTT, 76 John Street, New York City.

The following persons have promised occasional contributions to its pages:

Maj.-Gen. HOWARD, Washington.	Rev. O. B. FROTHINGHAM, New York.
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Prof. J. HAYEN, D.D., Chicago.	Rev. LEONARD BACON, D.D., New Haven.
Rev. R. P. PARVIN, Philadelphia.	

## The American Freedman.

### A BONE OF CONTENTION.

[The following article is from the pen of an earnest Christian and an active and successful teacher in the South. We commend it to the attention of our readers because it discusses an old question from a new standpoint, the practical view of a Southern worker.—ED. AMERICAN FREEDMAN.]

WHATEVER may be the political views of *Christian* men at the North, whether Radical or Conservative, in one thing *they* should agree, namely: That the influence of such men and institutions from our section as are now permeating the South should be exerted in the direction of peace and reconciliation; so far as this can be done without the sacrifice of principle.

The education of the freedmen, following in the wake of the army, was the first introduction of a well-organized Yankee good will to the people of the South. The first associations formed were most of them secular rather than religious; and so far as the observation of the writer has extended such teachers as were commissioned by these organizations, where they attended strictly to the duties of their calling, were, as a general thing, unmolested. Sympathy they had no right to expect, indifference was toleration, and toleration permitted their work to thrive and prosper.

Notwithstanding the almost entire withdrawal of the army, most of their school stations are still occupied, and outrages upon teachers are by no means of common occurrence.

Within a few months a "change of base" has taken place among some of the friends of this cause, and we find churches and sects forming associations to establish parochial schools in connection with their own peculiar religious organizations.

In the practical carrying out of their plans, they aim to "extend the borders of their church" by connecting with it all making the same profession, and to add wherever practicable a denominational school to each distinct church organization.

With reference to the introduction of Northern clergymen to religious labor at the South, it is notorious that nearly all the white population professing Christianity have since the war returned to their old organizations.

There is a population of "poor whites" in the mountains, and scattered up and down through the country, who need and should have from every source religious aid, but real "church extension" in the Southern States must find most of its material among the freedmen.

Nearly all the members of the colored churches have hitherto been counted in membership with the larger denominations South. To connect individual churches with other associations holding the same doctrine and discipline, and once working in harmony, is to keep alive a sectarian feud, which can not but result injuriously to the cause of religion and of a united country. It is thus a bone of contention.

Its tendency is to increase the sectarian feeling which the experience of all teachers among the freedmen shows to be already exceedingly strong; in some localities almost preventing harmony of action with reference to the support of the poor, the care of the sick, etc.

Its tendency is to widen yet further the breach between the late owner, the *present employer* of the colored man, and himself, and thus it may add another drop to the cup of bitterness of which the latter in his transition state has been so often compelled to drink.

The permanent occupation of the pulpits of the colored churches by a white clergy tends to perpetuate the slave education of the negro, by continuing his dependence upon the brains of the Anglo-Saxon for guidance.

Many of the places of worship occupied by freedmen at the South are held in law by Southern conferences and associations. Will not the new connection be likely to provoke annoyance in this direction of a very trying character?

Such schools as are organized in connection with this movement will doubtless be made, so far as they can be with propriety, *self-supporting*. Let us suppose that in the course of a few years they be opened all over a single State, and the question of a system of free schools comes before the legislature of that State. If such schools (the parochial) are generally attended and *supported* by the freed-people, will not the opponents of a free-school bill have the vantage-ground? Will not even the societies maintaining such be passively opposed?

Doubtless the schools for freedmen thus established will be of good character, and the children will make progress in learning; but will not institutions under such auspices be more likely to excite prejudice against the instruction of the blacks than the simple unsectarian schools of the secular associations?

Toward the latter in many places a better feeling exists than formerly.

We learn that in one Southern city the trustees of a church held by a conference of the Methodist Church South voted the use of the building to a teacher of a branch of the Ameri-

can Freedmans Union, requiring only a pledge that the school should be kept clear of denominational lines.

In another place the "Mayor" leased to a State association a site for a school-house.

Let us give the South the credit of all the good they do. They have much to answer for.

Christian men at the North should eagerly watch for and prize any and every manifestation of good feeling from this quarter. If allowance is made at the North for the demoralization of war, why not make it for the South?

On the other hand, is it not to be regretted that any new root of bitterness should spring up in a land so thoroughly scourged and humiliated?

The work of the secular associations has been of such a character as not to come in competition with other organizations South. Conducting *free* schools as a general rule, it has introduced some capital in a small way, and if ever obliged to retire before religious propagation it will have the honor of pioneer efforts and disinterested motives.

#### Monthly Record of Executive Action.

[Our object in this article is to afford, for the information of the Branches, a condensed statement of the most important action of the Executive Officers during the preceding month.]

#### \* PUBLIC MEETINGS.

LARGE and enthusiastic public meetings have been held in the cities of Baltimore, New York, Boston, and Philadelphia. Reports of the two first were given in our last number. We give brief reports of the two latter in this number. Chief Justice Chase's speech at the Academy of Music in Philadelphia we give in full.

#### ANNUAL REPORT.

An annual report, giving a brief history of the movement out of which the American Freedman's Union Commission grew, was published in our last. We are now preparing a limited edition, with tables appended, showing location of schools, etc., for the use of the Branches and their auxiliaries.

#### THANKSGIVING APPEAL.

A thanksgiving appeal was prepared and issued by a special committee appointed at Baltimore, the results of which we hope to hear from before this shall reach our readers.

#### BY-LAWS.

By amendment of the by-laws the Executive Committee will meet hereafter on the fourth, instead of the second Wednesday of the month.

#### TEACHERS.

About five hundred teachers are now under commission and in the field. The list is steadily increasing, and we hope by the first of January to be able to report seven hundred. We publish in this number a partial list. That from the North-western Branch is incomplete. None has been received from Detroit or Cincinnati.

#### CANADA.

Under the efficient labors of Rev. D. C. Haynes committees of co-operation have been formed in Toronto and Montreal, Canada, with whom we are in correspondence, and through whom we have already received liberal contributions.

#### JOURNAL.

For the present, this journal will serve as the organ both of the New York and the North-western Branches, which unite in its publication. Its pages are equally open to other Branches, from all of which we are glad to receive information of interest to the public.

#### PUBLIC MEETINGS.

MEETING IN PHILADELPHIA.—ADDRESSES BY CHIEF JUSTICE CHASE, REV. LYMAN ABBOTT, REV. J. PARVIN, PHILLIPS BROOKS, MAJ.-GEN. O. O. HOWARD, AND OTHERS.

A PUBLIC meeting of the American Freedmans Union Commission was held, under the auspices of the Pennsylvania Branch, on the evening of Nov. 23, at the Academy of Music in Philadelphia. A very large and select audience was present. From the *Philadelphia Press* we condense the following account:

Chief-Justice Chase presided. He said: My Friends, as president of the Freedmans Union Commission, it is my duty, as it is my pleasure, to take the chair. Builders of commonwealths are ever held in honor among men. Not less of honor belongs to restorers of commonwealths, and the object of this Association is to build up, to strengthen, to elevate, to perfect. All its work is work of advancement. There is no interest in the land which can be in any way hindered or injured by the work of this Commission. There is no interest in the land which will not be promoted and aided by its work. Some years ago, when it was my fortune to fill one of the departments of the Federal Government, and immediately or very soon after the capture of the forts at the entrance of Port Royal, learning that there was a large amount of cotton upon the islands, I selected an officer of the army as an agent of the Treasury Department to proceed to the island and collect it. The reports which reached me satisfied me that

it was necessary, not merely to collect what had already been raised, but to provide in some way for the welfare of the laborers and for the culture of the land. No provision had been made by Congress on the subject. Selecting an agent of the Department, I sent him there and directed him to make a report. He was a very intelligent gentleman, Mr. Pearce of Massachusetts, of whom you have doubtless heard. He performed his duty, and performed it well. Another gentleman, drawn by his own sympathy with whatever was benevolent and generous, the Rev. Mr. French, proceeded to the same field, and their reports induced me to say to them that, if they would appeal to the voluntary benevolence of the loyal States, and send teachers and preachers, I would use the influence of the department with the War Department to induce them to furnish rations and shelter and transportation. They appealed immediately to the benevolence of the North—the public spirit and the wisdom of the North. The result was organizations in this city, New York, Boston, and elsewhere. The War Department, then under the charge of an honored citizen of the State, Gen. Cameron, furnished transportation and shelter and rations, according to the understanding, and thus began in the Sea Islands of South-Carolina the work which has ever since been going on. Some months later, perhaps a year later, the work, which could not be very well attended to by the Treasury Department, was transferred to the War Department, then under the charge of its present distinguished head, Secretary Stanton. That gentleman entered into the whole idea with interest and zeal. The work proceeded until Congress took the matter up, and through the efforts of a distinguished and honored citizen of Massachusetts, Mr. Elliott of New Bedford, the Freedmen's Bureau bill was ultimately passed, and the Freedmen's Bureau was organized. Thus you see the origin of this work. The preliminary associations, which were organized in the different cities of the North, formed the American Freedmen's Union Commission, and the Government part of the work was placed in charge of the Freedmen's Bureau, which had been armed with adequate power by Congress, and it is now under the charge of my honored friend, Gen. Howard, illustrious in peace as he has been brave and heroic in war. (Cheers.) Here, then, is the origin of this Association. Here stands the Freedmen's Union Commission, ready to co-operate in every practical way with this Governmental agency. It has always seemed to me the part of true statesmanship to connect, as far as practicable, the

work of the Government with the voluntary action of the people, and one of the most interesting features of this work is the fact that that idea is realized in it. The people throughout the country act voluntarily in their associations. You have come here to-night as men and women inspired in a great public work, and you act in co-operation with the Government in acting in its sphere with energy, efficiency, and I trust with the best results. There is, then, a high propriety, as it seems to me, that those of us who have taken part in this work in the beginning, should continue to take part in it, and I see nothing inconsistent in any relation which any person can hold to the Government with taking an active part in this work; and I wish to say here, and now, once and for all, that all who wish to comment and censure, may commence and censure; that when I find myself in any position incompatible with labor for the poor, the needy, and the oppressed, that position shall not hold me. (Cheers.) What are we doing? We are endeavoring to carry forward a work begun by the Government, and which is mainly under the charge of the Government. We are endeavoring to carry the blessings of education to every person in the South who desires to receive them. Our labors are particularly directed to the education of our emancipated countrymen—they who need it the most. What will be the result if this work goes on upheld by the strong arm and cheered by the warm aspirations of a generous people? Education will be diffused through all the South, and every man who has a part to perform in the labor of the South will be made twice the man he was before. Is there any harm in that? Is there not a great good in it? Is not the educated laborer, the skilled laborer, twice, thrice, and even ten times as valuable to the community as the uneducated and unskilled? If education can be diffused throughout those masses—and with education go the purer and holier lights of religion—is it not certain that peace and prosperity, with all their blessings, will come upon that land? Then let us go on with this work.

Let us hail every thing which aids and encourages a settlement of the difficult questions which now perplex the country. The President of the United States has offered to the South his terms of reorganization and readmission to participation in the political power of the country. The Congress of the United States has offered its terms, and I will take the liberty here to say that I think a more generous and more magnanimous proposition was never submitted to a people that had been in rebellion

than the Amendment which has been proposed by Congress. (Cheers.) Now, if these communities which have been in rebellion against the Government have any thing better to propose, if they think that there is a better mode, a more generous mode, a mode better calculated to secure the peace, harmony, and prosperity of this great land, let them come forward and propose it, and the people will listen and judge, for in this country, thank God, it is the people who listen and judge of every proposition which is submitted. (Cheers.) I hope for the best. I know what the nature of passion and prejudice is. They are violent for a season, but they are transient, and they speedily pass away. After a little while they cease to influence men's minds. I trust that the passion and prejudices of this hour adverse to freedom, adverse to justice, adverse to human progress, will also pass away, and that every thing connected with the great question of restoration will be calmly considered; but I trust, too, that the people will never consent to any arrangement which does not insure the permanent peace, tranquillity, union, and prosperity of this land. (Cheers.) This is all, my fellow-citizens, that I think it necessary to say this evening. I could not say less without suffering myself to be misrepresented and misunderstood. (Cheers.)

Rev. Lyman Abbott of New York followed. He said: The South needs three things: Industrial reorganization, political reconstruction, and a pure religion. Education is essential to each. (1.) It is not labor the South needs, but skilled labor. The men that work must think. Drudgery is labor without thought. Wherever the workman is a drudge his work is necessarily dishonorable. If God had meant one class to do the work and another the thinking, he would have made the people with only muscles, and the nobles with only brains. He gave every man both, that the worker might think and the thinker work. (2.) Nothing can solve the political problem but impartial suffrage. But the shortest road to the ballot-box lies through the school-house. The only objection which even prejudice can make against negro suffrage is the negro's ignorance. The schools which the Commission has established have already demonstrated his capacity for education. Even the South is satisfied that he is not a civilized gorilla, but a man. And the *Chicago Times* harnesses in with the *N. Y. Independent* to demand his admission—if educated—to the ballot-box. Popular education is necessary, too, in order to render safe the extension of the elective franchise. Universal suffrage is not the grand panacea for all political evils. To give the negro the ballot-box without education will only increase the power of Southern demagogues. Education and the ballot will destroy the power of both demagogue and aristocrat. (Applause.) (3.) Edu-

cation is essential to true and pure religion. Aristocracy never objected to religion of its own founding. It always maintained church establishments—as in India, Russia, Italy, and England. The Southern aristocracy had helped to maintain churches for the negroes, but shut out the school-house. Religion without education is superstition. Religion rooted in intelligence is the true foundation of Christian liberty. Thus education is fundamental to any true and permanent reconstruction of the South. How shall it be given? The Southern States can not and will not give it. The General Government assists by providing school-houses and giving protection, but has no means to pay the salaries of teachers. For these it depends upon the voluntary contributions of the people. The speaker then gave a brief statement of what the Commission is doing, and closed with an earnest appeal to Pennsylvanians to continue in the work they had assisted to inaugurate.

Rev. Robert J. Parvin, of Philadelphia, followed. He said: The reconstruction that we need is that of education and sentiment. The time has gone by when the king shall govern the people. The people now are determined to govern their rulers. We have now a free press, an emancipated pulpit, a free Congress, to be kept free by keeping out of it the bowie-knife and shillelah. We are acting upon these ideas of freedom to elevate to citizenship those whom God has liberated from the bondage of slavery. Not unto us, but unto God be all the praise for this freedom.

General Howard was the next speaker. He said: The necessity of education is admitted on all hands. The people of the South have been educated wrong. The work of correcting this evil has just commenced. What has been done? At the last report we had 150,000 scholars at the regularly organized schools. This has, to some extent, been done by the colored people themselves. Take Arkansas, for instance. In that State alone 100,000 colored people have paid four dollars apiece toward the work of education. The teachers sent into the South should be Christian teachers, that is, teachers imbued with such a spirit of love and self-sacrifice that they are willing to meet obloquy and reproach and even death itself rather than desert their work. Public sentiment in the South had been opposed to the education of the negro; but that sentiment is gradually changing. That change must be encouraged. He had seen planters who were bitterly opposed to education, but who now say, Send us teachers; the negroes will not stay with and work for us without them. And this feeling is increasing to such a degree that ere long he who attempts to run a plantation without a school-house upon it will attempt an impossibility. (Applause.)

He was asked why we should send teachers from the North? Why not employ Southern teachers? Because the Southerner does not recognize the manhood of the negro. Our Northern teachers do recognize that manhood, and consequently teach him a certain degree of self-respect. In this line we must persevere. We can not help resisting all education that teaches a human being that he should be a slave. Keep on, then, in sending Northern teachers—the



very best that can be sent—who can give a good, thorough, systematic education. He was also frequently asked what the Bureau would do. All it can. It will furnish transportation, give protection, and assist in procuring buildings, but it depends on the voluntary contributions of the people for the teachers and their support.

Rev. Phillips Brooks, after giving some account of the special work of the Pennsylvania Branch, made an eloquent appeal for a more vigorous prosecution of this work. During the war it was a disgrace for a man to say that he was doing nothing. It was no less a disgrace for any one to be idle now. He traced eloquently the growth of public sentiment. At first we had to argue that it was fitting to help the negro, then that the negro was capable of being educated, and that our own self-interest required it because he would produce more, and now at last we took the true radical ground, that he ought to be educated because he is a man and a citizen and entitled to all the rights of citizenship and manhood.

Judge Bond followed in a humorous and telling speech about the situation in Maryland. He said we demand, not impartial suffrage but universal suffrage. Any man who knew enough to discriminate between a rebel soldier and a loyal soldier, knows enough to vote.

A few words from Gen. Mussy closed the meeting.

#### MEETING IN BOSTON.

ADDRESSES BY EX-GOVERNOR ANDREW, REV. H. W. BEECHER, AND GEORGE THOMPSON, ESQ.

WE take the following telegraphic account from the *New York Tribune*:

BOSTON, November 21.—A meeting was held in Tremont Temple to-night in aid of the Freedmen's Union Commission. Governor Andrew presided. Garrison, Thompson, of England, Father Taylor, Judge Russell, and other Boston notables were on the platform.

Governor Andrew opened with a plea for the education of the poorer classes of the South. He said that negro suffrage would surely come, because, if the Republicans did not give it the Democrats would; if the North didn't the South would; and if the South wouldn't the Copperheads would, in order to have a quarrel with the Republicans anyhow. The great need of the freedmen and the poor whites now was education. It was their right. They had in them all the elements of greatness which the people of Massachusetts possess. Give them the same start—mental, historical, and physical—and no one can foretell how great they may become. They call for a chance to elevate themselves, and it is our patriotic and religious duty to respond to it. Massachusetts is the head of the family of States, and she must lead in this and other national duties. The Governor's speech was an able plea for the ostracized classes of the South. He concluded by asking for \$50,000 for the Freedmen's Commission, and stating that the New-England Branch had one hundred and thirty teachers in the South, mainly in South-Carolina and Maryland, and that their total annual expenditure was \$65,000.

Letters were read showing the eagerness of the negroes to learn.

Henry Ward Beecher began with a glowing eulogium of Massachusetts as an educator, and followed it with a humorous analytical description of the Yankee character. He said that the leading trait of the Puritan was not faith in God. He had no more of that faith than the Churchman or the Catholic. It was always easy to rouse men to enthusiasm or fanaticism or faith in God. All believed in the Father. It was want of faith in the sons of God that was the trouble. Now herein the Puritan differed from other men. He did believe in man, in education, in progress. Herein lay the difference between man and the brute creation: man is educable, while the lower orders of life are not. Educate a man, and you have secured the thermal power which will achieve all the other reforms which we seek in society. The perfect man would be a perfect model Republic—all the faculties in order and freely fulfilling its duties. A State made up of men who can govern themselves is the perfect state. The hope of civilization in the future lies in education, not in legislation, which is an external reform, but in universal and thorough education. All questions now coming up, and to come up for popular discussion, will find their final solution in the mental development of the people. Without education all other remedies are empirical. The bitterness and the curse of Slavery consisted not of the hours of labor enforced, but in the cruel prohibition in the growth of mind in the bondmen. The result of forbidding four millions of slaves from learning was to prevent four other millions of white laborers to read. There were eight millions in the South to be taught. This cause should take precedence of all others. In his church it should. (Applause.) Our heathen now are at home not less than in Ethiopia. We should not give less to foreign heathen, but more to our home heathen. Mr. Beecher's concluding appeal was exceedingly eloquent, in his best style, and kept the audience alternately laughing and applauding.

George Thompson, of England, urged the energetic prosecution of education as supplementary to the great work of emancipation.

#### THE WORK TO BE DONE AT THE SOUTH.

LAST week we showed that the education of the freedmen was an imperative necessity; this week we are to demonstrate that it is an easy possibility.

In a popular government, such as ours, much of the work must be done by the people. In ordinary times the ordinary officers and bureaus provided by our constitution and laws may be relied upon for all needed purposes; but when the state is passing through a crisis, the people must take hold with their own hands. Such a crisis is now upon us. It began with the attack upon Sumter, culminated in the surrender of Lee, and will close with the complete reconstruction, social and civil, of the states lately in rebellion. While this crisis is pending, the insufficiencies of the Government—whether arising from want of will, want of power, or want of machinery—must be supplemented by the

people. As in the war, enlistments made no progress till citizens formed themselves into recruiting committees, the wounded were left on the battle-field till succor came through the Sanitary Commission, "contrabands"—an anomalous class, houseless and homeless—crowded our camps till they were cared for by the freedmen's relief commissions; so now the millions of liberated slaves—emancipated, but not enfranchised—delivered from their chains, but not from the ignorance induced by those chains—must be left in their ignorance till the people come to the rescue through the freedmen's education commissions.

Some may say, "The government has provided for this work by the creation of the Freedmen's Bureau." Not so. The function of the bureau is protection, not education. The most it can do is to provide buildings in which schools may be taught; the teachers, books, maps, charts, etc., must be furnished by the voluntary liberality of the people. The Bureau in its operations at the South is dependent for its usefulness upon the freedmen's movement at the North; as there was a Sanitary Commission to give life and power to the Government's Medical Bureau, so there must be a Freedmen's Education Commission to give vitality and force to the Government Freedmen's Bureau; and such an organization, we are happy to know, is already in existence, and in the full tide of successful experiment. "The American Freedmen's Union Commission" is the central representative, or—so to speak—the national agglomerate of all the state freedmen's associations. It has its headquarters here in New York, and its executive committee, with delegated powers, to carry on its work. What the commission is and what it has done are both tersely stated in a document just published by its authority, and from which we thus quote:

"The American Freedmen's Union Commission is *national*: the executive committee, which is intrusted with the general policy of the commission, being composed of delegates annually elected by the different branch associations; is *unsectarian*, comprising in one organization representatives of all the leading Christian denominations; is *catholic*, recognizing no distinction of race, caste, or color. During the past year, through its branches, it has sustained seven hundred and sixty teachers, instructed nearly fifty thousand pupils, and distributed supplies of food and clothing considerably exceeding in value a half million of dollars."

The men who constitute the commission are not strangers to the public; neither are they novices in the work which they have undertaken. The names of Salmon P. Chase and William Lloyd Garrison are sufficient to commend to public confidence any organization for the benefit of the black man over which these two gentlemen may consent to preside.

The commission, as we understand it, has a distinct work before it, the chief difficulties of which it proposes to overcome in a definite period of time. The Bureau has, by the law that created it, but a year and a half to run. At the end of that time, or very soon thereafter, the Southern States may be expected to be ready—whatever may be their feeling toward the North—to commence educating the people on their own account. The success of the schools already in existence in their midst is doing much to bring them up to this point. It is important that these schools should be multiplied until there shall be one in every populous centre of all the

Southern States. Then, when these states come to establish a system of their own, they will find one furnished to their hands; and a much better one than they would ever, or could ever, have provided. For the teachers whom the freedmen's associations are sending to the South are no common teachers, and they bring to their work no ordinary amount of qualification. Among them are women of culture and assured social position, who have left the refinements of home to engage in a work to which only a sense of religious and patriotic duty could have impelled them. As a class, they are ladies in the best sense of word. As teachers, many of them are products of our best Northern normal schools. They are introducing and naturalizing on the Southern soil our most recent and approved methods of public school instruction. This is the specific work which the Freedmen's Commission has undertaken to do; and the period indicated is the time in which the major part of this work is to be accomplished. Their success is not problematical. They are working in the line of the people's purpose, which is that the revolution shall be complete; that the black man shall have *all* the same blessings of freedom; that the Southern States shall be reconstructed on an enduring basis; and that "the institutions of the country," as Gen. Howard delights in saying, "shall be homogeneous."

Had we space, we should like to quote evidence—of which we have abundance—of the good these schools are doing. They are doing good every way: morally and materially; socially and industrially; to the South; to the North; and to the whole country. Morally and socially these benefits are seen in the quiet order and decorous behavior which prevail wherever one of them is established; materially and industrially in the greener fields of corn and more snowy crops of cotton which flourish wherever their influence is felt. The arts of civilization thrive apace under their fostering care. Families that once fed out of the pot in which their hominy was cooked—the pot being their only utensil, and the hominy their only article of food—now breakfast, dine, and sup as do other people, sitting down at a table, with food before them varying in character and decently served. Said a merchant from the interior of Georgia to a friend in this city the other day, "Here I am again for another supply of goods. The way the freed negroes come in on Saturday nights with their greenbacks, sweeping off my calicoes, and clearing my shelves of their cups and saucers, is a caution."

The North used to sell for consumption by the negroes, oenabergs, brogans, a few bandana handkerchiefs, and a good many Newark whips—all amounting in the course of the year to a good many thousands of dollars; now she sells prints, satinetts, and flannels, knives, forks, and spoons, cups, saucers, and plates, and all sorts of Yankee notions—amounting in the year to many hundreds of thousand of dollars, and destined soon to amount to many millions! The most that we Yankees have to do to insure to our own tills the profits of this trade is to hasten on the work of education. England, at a great cost of treasure and life, compasses sea and land with her navies and armies to establish a colony which will buy its goods of Manchester and Birmingham; we, at a cost not worth mention-

ing, and with a light brigade of school-mistresses, can organize at our own doors a colony—so to speak—that will be worth more to us than any of England's most flourishing dependencies. Verily godliness has the promise of the life that now is, as well as of that which is to come; and verily this promise is often redeemed in federal currency.

How these schools are doing good at the North, maintained as they are by Northern associations, which are all the time tuning up public sentiment, and taught as they are by women, who are all the time aiding in this work by their public and private letters, we need not stop to demonstrate. We content ourselves by quoting a paragraph from one of these letters, lately published, which we happen to have before us. Says Miss Julia Wilbur, writing from Washington, to her association in Rochester, N.Y.:

"Now, if the whites behave so badly with the Freedmen's Bureau in operation, we can easily imagine what the situation of the freed people would be were the protection of the Bureau withdrawn. And yet a great clamor is raised against the Bureau, and an effort is being made to abolish it. Until the negro has the ballot, some other protection is necessary besides the tender mercies of his persecuted race will not think for a moment of relaxing their efforts in his behalf, until the ballot is put into the hands of the freedman, and he is secure in the possession of social, civil, and political rights. It is a wonder that these people have any courage left. But many of them seem to take their trials as a part of their prescribed lot: 'There was a time last winter when I had not even a blanket, not so much to eat as I could hold in my palm; but I took it as my crucifix, and trusted in God; and now, honey, I am doing very well.'"

The importance of this work can not be exaggerated. Its successful accomplishment would, or rather will, put the Southern States forward a half century in the march of civilization, and add immeasurably to the prosperity and power of the whole country. Chief-Justice Chase—than whom no man understands this subject better—says, in his letter accepting the presidency of the American Freedmen's Commission:

"I certainly should not accept this post, which adds serious duties and responsibilities to those with which I am charged, did I not feel a profound conviction of the importance of promoting in every right and practicable way the moral, religious, and educational improvement of our emancipated fellow countrymen. \* \* \* No work can more efficiently promote the permanent welfare of the Southern States and of the whole country."

To this sentiment we fancy every one who reads it will say "Amen." In so saying he will have done well; but if he will take up his check-book, and send a remittance to George Cabot Ward, Treasurer of the A. F. U. C., 56 Wall Street, New York, he will have done better.—*N. Y. Independent.*

## THE NORTH-WESTERN BRANCH.

### AN APPEAL.

THE North-western Freedmen's Aid Commission is in the field, as heretofore, vigorously prosecuting its work. Grateful for the success that has crowned its efforts in the past, those to whom its affairs are intrusted are fully determined to prosecute the enterprise with all the energy and ability they may be able to command.

It is now generally known that this Commission is a branch of the American Freedmen's Union Commission, and it is no small honor to constitute one of the links in the golden chain formed by the several branches of the American Freedmen's Union Commission—a chain long enough and strong enough to bind together the entire nation in the bonds of loving toil for the welfare of those who, from the very peculiarity of their condition, have a double claim upon the benevolent regard of our whole people.

As the patriotic citizens of the several States embraced within the limits of this Commission were by no means backward to enter the conflict in defense of right, so now they will not hesitate to take upon themselves their full share of the work of ameliorating the condition of those whose very helplessness pleads for them.

The board appeals with fresh confidence to its patrons for the means which shall enable them to carry forward efficiently the good work so nobly begun. They ask the pastors of the churches to recognize its claims in their prayers in the sanctuary, and by their appeals to their people in its behalf.

They ask the Christian and patriotic ladies, who know so well how to accomplish any thing they may be pleased to undertake, that by the formation of societies auxiliary to this Commission, or by any other methods their ingenuity may devise, this board may be constituted the almoner of their bounty.

Will not every friend of humanity, with an earnestness proportionate to the necessities of the case, inquire, "What can I do that will minister to the relief of the needy?"

If it be but the giving of a cup of cold water, let not the boon be withheld.

The following extract from the annual report of the North-western branch gives a brief account of the work done by them during the last year:

During the year we have had schools at Helena, Pine Bluff, Duvall's Bluff, and Little Rock, Arkansas; Vicksburg, Natchez, Aberdeen, Pawpaw Island, Port Gibson, and Rodney, Mississippi; Mobile, Montgomery, and Huntsville, Alabama; New Orleans and De Soto, Louisiana; Memphis, Spring Hill, and Chattanooga, Tennessee; Paducah, Kentucky; Rolla, Warrensburg, St. Charles, St. Joseph, Weston, Springhill, Sedalia, and Columbia, Missouri; Atchison, Delavan, and Fort Scott, Kansas; Chicago and Quincy, Illinois.

In these schools 127 teachers have been employed, distributed among the states named as follows: 23 in Arkansas, 36 in Mississippi, 4 in



Louisiana, 23 in Alabama, 15 in Tennessee, 8 in Kentucky, 13 in Missouri, 8 in Kansas, and 3 in Illinois. We have expended in this department of our work, \$47,578 45, including the salaries and expenses of our employes in the Orphan Asylums. The increase in our expenses resulting from the withdrawal of most forms of governmental co-operation, has made it impracticable to place more teachers in the field at the beginning of the present school year than we had in it at the last; but the work has been maintained with a good degree of efficiency at most of the points named.

#### EQUAL RIGHTS.

#### MEETING AND RESOLUTIONS OF CHICAGO PRESBYTERY.

THE Chicago Reformed Presbytery met in Elgin, Illinois, on Wednesday, 14th inst.

Rev. J. W. Morrison requested dismission from the partial charge of the Bloom congregation, to act as agent for the North-western Freedmen's Commission.

Dr. Patterson addressed the Presbytery on the state of the country, and the indispensable necessity of the education of the people of the South, without respect of color, in the principles of love to God and to their neighbors, as taught in the Holy Scriptures, as the only security of the Republic against continual oppression and volcanic insurrections.

Mr. John Caldwell presented resolutions of the Session and Congregation of Bloom, gratefully acknowledging the faithful, eloquent, and successful labors of Mr. Morrison for more than twenty years, but consenting to release him for this great national work.

The Presbytery unanimately passed the following resolutions:

*Resolved*, That the attempt to perpetuate, in some of these United States, a degraded caste of freedmen deprived of equal political rights with other citizens, is unjust in the eyes of God, who is no respecter of persons, and indicative of national impotence for the crime of oppression which provoked Him to draw the sword of retribution against us: is inconsistent with the fundamental principle of our Republic, that all men are created free and equal, subversive of the very design of our Government to maintain equal rights, and contrary to that provision of the Constitution which guarantees to each State a Republican Government; is a provision for the cultivation of those feuds of classes which have disintegrated all the aristocratic nations of antiquity, have produced the massacre of St. Domingo, the horrors of the French Revolution, and the oppressive armaments necessary to prevent the anarchy of modern Europe; is a base ingratitude to a race whose patience under suffering, unswerving loyalty amidst rebellion, and heroic bravery in defence of our Union, should have secured a prompt and generous acknowledgment of their God-given rights; and is such an aid and comfort to their unrepentant rebel rulers as will encourage and help them to resume their war against the Republic, for the establishment of a ruling aristocracy.

*Resolved*, That this Presbytery recognizes the duty of the citizens of the United States to repair, as far as possible, the injuries, intellectual and moral, inflicted upon our colored fellow-citizens by an unjust protection of their oppressors, and to bestow upon them such a scriptural, Christian education as will elevate them from the ignorance and vices of slaves to the liberty of conscientious, self-restrained, Christian republican citizens, fitted to use their liberty for their own and for the nation's welfare.

*Resolved*, That we approve of the design of the

North-western Freedmen's Commission to accomplish this object by the establishment of free schools in the Southern States, the employment of Christian teachers, and the use of the New Testament as a school book; and we have full confidence in the gentlemen composing the Commission. We, therefore, recommend each of our congregations to elect and support one of its members as a teacher, according to the plan proposed by the Commission; and we commend its agents to the generous sympathy of our churches.

*Resolved*, That Rev. John W. Morrison, at his own request, and with consent of the congregation, is hereby loosed from the pastoral charge of the congregation of Bloom, to act as agent for said Commission, and that Rev. Andrew R. Galley be appointed to preach at Bloom, and announce this decision on the first Sabbath of December next.—*Chicago Tribune*.

#### NEW YORK BRANCH. CORRESPONDENCE.

WASHINGTON, D. C.

THE following account of the beginning of this school year's work in Washington and vicinity will inspire hope and gratitude in all the friends of the freedmen who read it:

OFFICE N. Y. BRANCH A. F. U. COM.,  
Cor. 17th and J Streets,

WASHINGTON, D.C., Nov. 19th, 1866.

REV. C. KENNEDY, Cor. Sec. N. Y. Branch F. U. Commission.

DEAR SIR: I transmit herewith a copy of my report to the Freedmen's Bureau of the schools of the N. Y. Branch Commission in this District, for the month of October, the present being the earliest moment I have been able to prepare it.

You will observe that the First Ward Colored Grammar-School of this city, in which ten of your teachers are now employed, did not open until the 29th of October, instead of the 1st, as was anticipated. The delay was owing to the non-completion of the building; and this was occasioned by circumstances beyond my control. Most of the teachers were on the ground several days before the School-house was ready, but improved the time in endeavoring to put in comfortable condition their new (barrack) home, and in visiting and looking after their former pupils.

It was a joyful day for both teachers and scholars when at last the new school-house was opened. Though a rough and unpretentious building, constructed out of the materials composing the demolished structure of last season, yet nothing equal to it in size, comfort, and convenience had ever before been attained for the use of a colored school in this district. It was, as you are already informed, erected by the Trustees of Colored Schools, on land purchased and held by them—the materials being furnished mainly by the Freedmen's Bureau. The dimensions of the building are about 50 by 70 feet, two stories high, and it contains eight large and airy school-rooms. These are all furnished with desks, partly those belonging to the Commission, and used in the former building—the remainder supplied by the Bureau. Upward of 400 pupils can be accommodated in this building.

In addition to this, the Trustees have allowed the placing upon the same lot of the two small portable buildings belonging to the Commission, in which 100 additional pupils can be seated.

You will notice that during the first three days 323 pupils were gathered. Since then the number has increased to about 450, and all the seats might have been filled ere this but for the necessity of reserving some, in the higher departments, for promotions at the end of the month. The rooms are graded as accurately as circumstances will allow, into eight successive gradations; besides which there is an infant school for children under 8 years of age, embracing upward of 60 of both sexes; also an adult school, numbering 30 or 40 pupils.

The teachers have all taken hold of their work with an earnestness and an evident determination to succeed, which promise the best results. Every thing looks encouraging.

On the 12th of the present month two large and important additional schools were opened under the auspices of your commission—one in Carroll Hall, in the heart of the city, but contiguous to one of the most needy and wretched sections—the other at Kendall Green Camp, in the north-eastern outskirts of the municipality, where a large colored population is gathering. The first already numbers 80 pupils, and the second 70. But an account of these will come more properly into my next month's report.

The labors incident to the opening of all these schools, with the other duties devolving on me in behalf of other branches of the Commission, have made the past few weeks among the busiest and most crowded of my life, and I find as yet little time to tell what has been done. But I trust that in due time the work will speak for itself. Very truly yours,

A. E. NEWTON, Supt.

#### SOUTHERN SYMPATHY WITH THE FREEDMEN.

DEAR SIR: Inclosed is an appeal for the colored people, written by Dr. Hicks, a practicing physician of this place, who manifests quite an interest in them, which it might be well to read in connection with your lecture. Dr. H. was one of four in Oxford who refused to raise the Confederate flag during the war.

Yours truly,

\*\*\*

OXFORD, Granville County, N. C.

GENTLEMEN: Allow me to appeal to you in behalf of the freedmen of this county. The white people are very poor, and have no free schools for white children, but I believe that a large majority of the whites are willing and anxious to elevate the colored people. During the war they gave us no trouble, and many men went in the army and left their families in the care of their slaves, and they proved true and faithful, and we feel that we owe them a debt of gratitude. We will help them although we are very poor—and we ask you to help us to help a race of people who are kind and docile by nature, and who now need help.

Very respectfully, WM. R. HICKS.

NEW BERNE AND TRENT CAMP, N. C.

We print the following passages from a teacher's letter because they show the Christ-like spirit that sustains so many of these patient, unobtrusive, and heroic benefactors of God's

poor children. There are 800 of them in "Trent Camp"—none the less His because they are black. "Inasmuch as ye have done it unto one of the least of these, ye have done it unto me."

CAMP TRENT, near New Berne, N. C.,

Nov. 17th, 1866.

DEAR SIR: I arrived at New Berne on Thursday evening the 15th inst. I had quite a pleasant trip, but was prepared to appreciate the quiet and rest I found at the "Teacher's Home," which I found after a prolonged search, under the direction of two representatives of the "Corpus Africana." I was most kindly welcomed by the worthy trio who preside over the "Home," who rendered me all the offices of hospitality that are prompted by sympathy in a good cause. I think from what I saw of their schools that they are very able and successful teachers, and I am indeed happy to be associated with them in the work. The morning after my arrival I set out for "Camp Trent," in company with Mr. Hammond, whom I found at New Berne. I thought, while coming here, of what you said to me: "You may rue the day you ever saw Camp Trent;" but when I saw the work there was to be done, I said in my heart, "This is my work: the very place of all North Carolina where I wish to remain." I am very happy here, though my duties have been difficult and perplexing.

Capt. McKillup informs me that there are 800 scholars in the place, and was much surprised that any teacher should be sent to so large a field alone. I must have help; I would like to persuade some ladies whom I know to come here with me. I will communicate with them and write you the result as soon as possible. I shall hope to hear from you immediately. Give my compliments to Mr. Kennedy, and say to him that I would like to hear from him with regard to teachers for "Trent." I am, with the best of regards,

Faithfully yours,

ANNIE HERBERT.

#### HELP HER.

MISS MERCIE N. BAKER has left her school at Richmond for a few weeks to collect \$1,000 in Maine, which will complete the fund for the erection of a training school for colored teachers in that city. The necessity for such an institution can scarcely be exaggerated. Miss Baker appeals for thousands of freed people, old and young, in the interior, who can be best reached by colored teachers. But they should be competent. The proposed normal school will prepare the most promising pupils, who will be chosen from all the other schools, to teach their own race.

#### CROWDED OUT.

OWING to the amount of space occupied by the names and locations of teachers, we are compelled to withhold the receipts till next month. Hurry up the Thanksgiving collections in order that they may be acknowledged in the January number. What a Christmas present that \$1,000 would be from Maine to Virginia!

### WHAT HAS BEEN DONE:

ACCORDING to a report by Major-Gen. Howard, 1,386 teachers have been sustained, 760 of whom, or 67 more than the half of this entire number, were in the service of the various branches of this Commission. Of these the New-York branch alone supported almost a third. The Commission has sustained 301 schools and instructed 50,000 pupils, exclusive of multitudes of adults whom our teachers have taught of their own accord in the evening. Orphan asylums and industrial schools, in which girls and women are taught the use of the needle and other household arts, have been sustained, and relief afforded to hundreds of thousands of the destitute, infirm, and sick, of all complexion. No estimate can be made of the good which our teachers have done in the Sunday-school and the cabin. Each has reflected some of the light of Christian civilization into the gross darkness in which the slaves found their freedom, and on account of which the freedom of the poor whites was only a name.

## WHAT REMAINS UNDONE.

DEDUCT the number of pupils, 90,398, taught by this Commission and the various missionary and denominational societies, from the estimate of colored children who are old enough to attend school—800,000—and you will find that there are of these over 700,000 for whose mental im-

provement no opportunity has yet been provided! Add to these an equal number of white children, who attend no school, and for whose education nothing like adequate facilities exist, and the necessity for action and liberality in promoting Southern education seems so tremendous as to be almost hopeless. The emancipated adults, and about 600,000 illiterate whites, have not been included, for little comparatively can be expected from ignorance matured. But we should not be discouraged; for progress has been accustomed to much smaller beginnings than we have already made. Our work involves nothing less than the real reconstruction of the South, and the unity, peace, and prosperity of the nation. In all our schools the pupils have shown unexpected susceptibility of improvement, and the leading Southerners are more and more willing to co-operate with us. Except in the shadow of what remains to do, what has been done seems wonderful and glorious. As industry revives, as wealth increases, as our schools afford new illustrations of the capacity of the colored people, as they illustrate the advantages which their elevation secures to the whites, the latter will unite with the former, in all the recently revolted States, in establishing schools for the masses, as children of the Republic, and of our Father who is in heaven. To this end we are laboring, and can see our advance to the goal.

### LIST OF TEACHERS.

[The following is a list of teachers, as far as they have been reported to the Central Office, commissioned this year, with their location, arranged according to the Branches by which they are sustained.—ED. AM. FREEDMAN.]

## NEW YORK BRANCH.

HOME ADDRESSES.		
Newton, Mr. A. E.	Superintendent.	Washington, D. C.
Brown, Eunice M.	Teacher.	West Cambridge, Mass.
Crawe, Kail G.	"	Worcester,
Dewey, Miss G.	"	Brownville, N. Y.
Edwell, Miss R. H.	"	Auburn, N. Y.
Gilchrist, Miss E. G.	"	Hartford, Ct.
Hamilton, Miss H. E.	"	Manlius, N. Y.
Hart, Mrs. M. C.	"	Hartford, Ct.
Hubbard, Miss E. A.	"	Clinton, Mass.
Lord, Miss J. A.	"	Utica, N. Y.
Parsons, Miss S. P.	"	North Yarmouth, Me.
Simmons, Miss H. A.	"	Utica, N. Y.
Simmons, Miss A. S.	"	Essex, Ct.
Truth, Mrs. Sojourner	Distributor.	Washington, D. C.
Wright, Miss S.	Teacher.	Clinton, Mass.
Wright.	Matron.	"
Williams, Miss C. E.	Teacher.	South Deerfield, Mass.
Dore, Rev. J. S.	Principal.	South Dover, Me.
Dore, Mrs. J. S.	Teacher.	"
Palmer, Miss J. T.	"	Cooperstown, N. Y.
Lawton, Mr. F. L.	Principal.	Skaneateles, N. Y.
Total in District of Columbia.....		21
Anderson, Miss M. C.	Morgan Creek Neck, Md.	Brooklyn, N. Y.
Howard, Miss A. T.	Quaker Neck, Md.	Boston, Mass.
Hoy, Miss M. L.	Burkittsville, Md.	Brooklyn, N. Y.
Hall, Miss Alice	Baltimore, Md.	Lansingburgh, N. Y.
Lynch, Miss J. M.	Elkton, Md.	Brooklyn, N. Y.
Primus, Miss R.	Royal Oak, Md.	Hartford, Ct.
Rosier, Miss H. B.	Gravel Hill, Md.	
Total in Maryland.....		7

Fisher, Mrs. H. C.	Superintendent.	Alexandria, Va.	Brooklyn, N. Y.
Blanchard, Miss I. C.	Teacher.	"	Portland, Me.
Brown, Miss E. J.	"	"	Nashua, N. H.
Corwin, Mrs. D. C.	Matron.	"	Brooklyn, N. Y.
Corwin, Mr. Duke	Teacher.	"	"
Fales, Miss M. E.	"	"	East Boston, Mass.
Hall, Miss L. A.	"	"	Worcester, Mass.
Hawley, Miss E. R.	"	"	Bristol, Ct.
Orton, Miss C. S.	"	"	Brooklyn, N. Y.
Robertson, Miss Helen	"	"	"
Manly, Rev. R. M.	Superintendent.	Richmond, Va.	Richmond, Va.
Manly, Mrs. R. M.	Matron.	"	"
Baker, Miss M. A.	"	"	Goodale's Corner, Me.
Cooke, Miss M. A.	"	"	Nashua, N. H.
Cooke, Miss M. J.	"	"	"
Jones, Miss C.	"	"	Schenectady, N. Y.
Kenne, Miss Z.	"	"	Crown Point, N. Y.
Rowell, Miss M. S.	"	"	Brooklyn, N. Y.
Wager, Miss M. A. E.	"	"	Ludlowville, N. Y.
Hubbard, Miss Emily	Superintendent.	Petersburg, Va.	Corning, N. Y.
Aldrich, Mrs. L. G.	Teacher.	"	Newark, N. Y.
Brown, Miss S. G.	"	"	Barre, Mass.
Everson, Miss C. E.	"	"	Palmyra, N. Y.
Higgin, Miss M.	"	"	Ithica, N. Y.
Hill, Miss M. A.	"	"	Nashua, N. H.
Johnson, Miss K. K.	"	Pocahontas, Va.	Binghamton, N. Y.
King, Miss E. E.	"	Petersburg, Va.	Danville, N. Y.
McKay, Mrs. C. E.	"	"	South Reading, Mass.
Peckham, Miss A. C.	Ther of Industry.	Pocahontas, Va.	Woonsocket, R. I.
Webster, Miss M.	Teacher.	Petersburg, Va.	Binghamton, N. Y.
Crockett, Miss	"	Shenandoah Valley.	Portland, Me.

Total in Virginia..... 31

Blood, Miss C. M.	Teacher.	Raleigh, N. C.	Worcester, Mass.
Graves, Miss F.	"	"	Hatfield, Mass.
Walrad, Miss M.	"	"	Little Falls, N. Y.
Cliff, Miss A. J.	"	Oxford, N. C.	Strykersville, N. Y.
Winsor, Mrs. A. R.	"	"	Greenwich, Ct.
Bennett, Miss E. P.	"	New Berne, N. C.	Gloucester, Mass.
Roper, Miss E.	"	"	Worcester, Mass.
Smith, Miss J. B.	"	"	Oneida, N. Y.
Waugh, Miss C.	"	James's Plantation, N. C.	Oswego, N. Y.
Herbert, Miss E. A.	"	Trent Camp, N. C.	Leon, N. Y.
Campbell, Miss A.	"	"	Belleville, C. W.
Adams, Miss Sarah A.	"	"	Marion, N. Y.
Adams, Miss Lucy O.	"	"	"
Barrett, Miss C. N.	"	"	Rose Valley, N. Y.
Smith, Mr. D. E.	"	Edenton, N. C.	Vesper, N. Y.
Smith, Mrs. D. E.	"	"	"
Campbell, Miss L. G.	"	Plymouth, N. C.	Nashua, N. H.
Wildes, Mrs. M. T.	"	"	Georgetown, Mass.
Fernold, Miss A. S.	"	Elizabeth City, N. C.	Portsmouth, N. H.
Peduzzi, Miss E. S.	"	"	"
Philbrook, Miss E. A.	"	"	"
Bachelor, Mr.	"	Roanoke Island, N. C.	Potsdam, N. Y.
Bachelor, Mrs.	"	"	"

Total in North Carolina..... 23

Pillsbury, Mr. G.	Superintendent.	Shaw Orp. As., Charleston, S. C.	Charleston, S. C.
Pillsbury, Mrs. G.	Matron.	"	Huntington, Mass.
Coolie, Miss J.	Assistant.	"	Watertown, N. Y.
Sasportas, Miss	"	"	Yonkers, N. Y.
Wright, Dr. T. G.	Superintendent.	Columbia, S. C.	Biddeford, Me.
Beales, Miss E. E.	Teacher.	"	Watertown, N. Y.
Crane, Miss J. E.	"	"	Hartford, Ct.
Haley, Miss S. A.	"	"	Chemung, N. Y.
Hammond, Mr. H. C.	"	"	Cazenovia, N. Y.
Henderson, Miss M.	"	"	Utica, N. Y.
Loomis, Miss C. H.	"	"	Lansingburgh, N. Y.
McKinney, Miss J. A.	"	"	Yonkers, N. Y.
Parsons, Miss E.	"	Andersonville, S. C.	Andersonville, S. C.
Richmond, Miss E. E.	"	Pineville, S. C.	Pineville, S. C.
Scott, Miss C.	"	Not yet located,	Albany, N. Y.
Crawford, Mr. S.	"	Beaufort, S. C.	Greenville, Mass.
Simpson, Mr. H.	"	"	Montgomery, N. Y.
Hicks, Mrs. C. M.	Volunteer Agent.	"	Concord, N. H.
Alvord, Major H. E.	Teacher.	"	"
Booth, Miss L. A.	"	"	Newfield, N. Y.
Booth, Miss H.	"	"	Baldwinsville, N. Y.
Fogg, Mrs. E. M.	"	"	Beaufort, S. C.
Greene, Miss J. E.	"	"	Cuttingsville, Vt.
Gregg, Miss F. E.	"	"	Manhattanville, N. Y.
Harris, Mrs. A. H.	"	"	Nannet, N. Y.
Holden, Miss J. S.	"	"	Mechanics Falls, Me.
Wakeman, Miss M. S.	"	Pleasant Retreat, Port Royal, S. C.	Portland, Me.
Wight, Miss M. A.	"	"	Putnam, Ct.
Harris, Miss H. L.	"	Redhouse Plantation,	Hartford, Ct.
Perkins, Miss F. A.	"	Edgerly Plantation,	"
Lyon, Miss M. E.	"	"	Townshend, Vt.
Fortune, Mrs. J. S.	"	"	"
Fortune, Miss	"	Lady's Island, S. C.	"
Cathon, Miss M. S.	"	"	"

Total in South Carolina..... 34

Morgan, Miss F. A.	Teacher.	St. Augustine, Fla.	Hew Haven, Ct.
Smith, Miss C.	"	"	North Fitcher, N. Y.
Dennett, Mr. N. C.	"	Jacksonville, Fla.	Tarrytown, N. Y.
Knapp, Miss S. A.	"	"	Weedsport, N. Y.
Seely, Miss H. E.	"	"	New Haven, Ct.
Stratton, Miss M. E.	"	"	New York.
Williams, Mrs. M. M.	"	"	"
Merrick, Miss C.	Supt. or As.	Chattahoochee, Fla.	Hastings Center, N. Y.
Colt, Miss R. A.	Assistant.	"	Portland, Me.
Varnum, Miss E. W.	"	"	Newburyport, Mass.
Bent, Miss C.	Teacher.	Gainesville, Fla.	"
Reford, Miss A.	"	Knapp's Plant., Micanopy, Fla.	Brooklyn, N. Y.
Henry, Miss C. J.	"	Pilatka, Fla.	Watertown, N. Y.
Isham, Miss E. B.	"	Fernandina, Fla.	Lynn, Mass.
Oliver, Miss M. E.	"	"	Fryeburgh, Me.
Osgood, Miss L. E.	"	"	"
Total in Florida.....			16

## PENNSYLVANIA BRANCH.

Newton, A. E.	Superintendent.	Washington, D. C.	West Cambridge, Mass.
Ford, J. B.	Teacher.	"	Morristown, N. J.
Ford, A. C.	"	"	"
Chamberlain, E. A.	"	"	Barnstable, Mass.
Chamberlain, P.	"	"	"
Hardy, Dora A.	"	"	Farmington, Me.
Shadd, Addie E.	"	"	Washington, D. C.
Stetson, S. U.	"	"	Radnor, Pa.
Flagler, Sarah	"	"	Washington, D. C.
Groves, Mrs. C. H.	"	"	"
Groves, F. C.	"	"	Georgetown, D. C.
Brown, Emma V.	"	"	Franklin, Pa.
Lane, H. L.	"	"	Lamberton, N. J.
Morse, C. W.	"	"	West Cambridge, Mass.
Newton, Chas. A.	"	"	Dorchester, Mass.
Withington, L. E.	"	"	"
Withington, G.	"	"	East Avon, N. J.
Hartwell, Mrs. F. M.	"	"	"
Total in District of Columbia .....			18

Chute, Ben. P.	Superintendent.	Lynchburg, Va.	
Willetts, Georgiana	Teacher.	"	
Willetts, Mary F.	"	"	
Stradling, Jas. M.	"	"	
Whitaker, Annie F.	"	"	
McMahon, Chas. W.	"	Appomattox C. H., Va.	Plymouth, Mass.
Varner, Alvin	"	Liberty, Va.	"
Lloyd, Mark R.	"	Fincastle, Va.	"
Forrest, Frank R.	"	New London, Va.	"
Dean, Clara A.	"	Farmville, Va.	"
Dean, Eliza P.	"	"	"
Searing, Anna	"	"	"
Total in Virginia.....			12

Mitchell, W. F.	Superintendent.	Nashville, Tenn.	Nantucket, Mass.
Smith, Margaret R.	Teacher.	"	Beverly, Mass.
Ank, Annie M.	"	"	Newbury, Pa.
Mitchell, Annie M.	"	"	Nantucket, Mass.
Anderson, Kate	"	"	Nashville, Tenn.
Forrest, Martha	"	"	"
Buchanan, J. E.	"	Murfreesboro, Tenn.	Barnet, Vt.
Buchanan, C. N.	"	"	"
Plummer, Evelyn E.	"	"	Palermo Center, Me.
Beigle, Jennie	"	"	Warrior's Mark, Pa.
Fuerson, Balam	"	"	Murfreesboro, Tenn.
Mare, Varner	"	"	"
Total in Tennessee.....			12

McCullough, A. W.	Superintendent.	Huntsville, Ala.	S. Gordon, Pa.
Zell, Emma	Teacher.	"	"
Hunt, John	"	"	Huntsville, Ala.
Total in Alabama.....			3

Towne, Laura M.	Superintendent.	St. Helena Island, S. C.	
Murray, Ellen	Teacher.	"	
Ruggles, Mrs. H. W.	"	"	
Hunn, E. A.	"	"	
Heacock, G.	"	Port Royal Island, S. C.	Shoemakerstown, Pa.
Strong, Adelaide	"	"	"
Gladding, Mrs.	"	"	"
Gladding, Mr.	"	"	"
Sharp, Mary A.	"	Rockville, Wadmalaw Isl., S. C.	"
Clark, Clara	"	"	"
Schofield, Martha	"	St. John's Island, S. C.	Darby, Pa.
Yarnall, Miss	"	"	"
Stevens, E. A.	"	"	Germantown, Pa.
Total in South Carolina.....			14

Rue, Miss La	Superintendent.	Okolona, Miss.	
Blackman, E. V.	Teacher.	"	
Total in Mississippi.....			2



## NEW ENGLAND BRANCH.

Anne T. Smith, Washington.  
 Anne W. Allen, "  
 Helen Gordon, "  
 Mary E. Pierce, "  
 Harriet Carter, "  
 Jane E. Clark, Maryland.  
 J. W. Brown, "  
 L. A. Knight, "  
 Sarah Stuart, "  
 Thomas E. Younger, Maryland.  
 Julia A. Smith, "  
 Anne N. Smith, "  
 Henry L. Reed, "  
 Julia A. Dickson, "  
 J. S. Littlefield, "  
 Mary F. Shockley, "  
 Emily F. Gibbs, "  
 Sarah E. Campbell, "  
 Sarah D. Phelps, "  
 Mary E. Perkins, "  
 Phineas P. Whitehouse, "  
 Ella F. Bass, "  
 Abby O. Smith, "  
 Lindley M. Beede, "  
 Anne M. Campbell, "  
 S. Virginia Lawton, "  
 E. Mariana Lawton, "  
 Martha A. Howard, "  
 Ellen F. Stearns, "  
 Sarah L. Thomas, "  
 Mary S. Osbourne, "  
 Henry T. Abott, "  
 Harrison T. Fletcher, "  
 Elvira P. Smith, Alexandria.  
 Harriet R. Smith, "  
 Serena Frances Wood, Warrenton.  
 Anne L. Kempton, "  
 Anne Gardner, Charlotteav. Ile.  
 Pauline Carlin, "  
 Isabella Gibbins, "  
 Jane Hosmer, Gordonsville.  
 Wm. P. Lucas, "  
 Harriet F. Stone, "  
 John W. Pratt, Culpeper.  
 Mrs. J. W. Pratt, "  
 Lydia P. Chase, Louisa Court House.  
 Beasy L. Canedy, Richmond.  
 Peter H. Woolfall, "  
 Anne M. Hullard, "  
 Anne L. Angler, "  
 Louisa Fisher, "  
 Mary E. Clark, "  
 Sarah E. Foster, "  
 Abby R. Francis, "  
 Jane L. Woolsey, "  
 Sarah Clark, "  
 Horace W. Honey, "  
 Oliver Howard, Raleigh.  
 C. Howard, "  
 Ellen T. Bates, "  
 Lucy E. Low, "  
 Elizabeth Leonard, "  
 Alice Strong, "  
 Mary R. Kimbell, Roanoke, I.  
 Ellen M. Jones, Washington, N.C.  
 Sydney Bushy, Snow Hill, N.C.  
 Arthur Sumner, Charleston, S.C.  
 Augusta Hammond, "  
 Virginia Hammond, "  
 Rebecca Wilkinson, "  
 Della Cohen, "  
 Miss Lord, "  
 Jane Weston, "  
 Sarah Wilden, "  
 Rosa Ramsden, "  
 Miss Shaw, "  
 Mrs. Rogers, "  
 Margaret Wynne, "  
 Elizabeth Wynne, "  
 Eliza J. Myers, "  
 Miss Billings, "  
 Isabella Lawton, "  
 Miss Bramford, "  
 C. S. Lincoln, "  
 Lucy Chase, "  
 Sarah E. Chase, "  
 Ellen M. Patrick, "  
 Elizabeth H. Botune, Beaufort.  
 Fanny J. Longford, "  
 Catharine A. Cogswell, Summerville.  
 Mary A. Hosley, "  
 T. K. Lasportes, Orangeburg.  
 Henry Frost, "

Henry E. Hayne, Springville.  
 B. T. Whittemore, Darlington.  
 Mrs. B. F. Whittemore, "  
 Ellen A. Gates, "  
 Sarah A. Woodworth, "  
 Marion D. Stuart, "  
 S. A. Swalle, Kingston.  
 Mrs. S. A. Swalle, "  
 G. L. Stenford, Good Hope.  
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 Frank Carter, "  
 Sarah G. Babcock, "  
 Mary L. Shrewsbury, Timmons-ville.  
 Louisa Dibble, "  
 Samuel E. Gaillard, John's, I.  
 Thomas C. Cox, Florence.  
 J. A. Washin-ton, "  
 Etta Payne, Society Hill.  
 James Hamilton, "  
 J. Maconlier, Cheraw.  
 Calvin Stubbs, Bennettsville.  
 Daniel McCloud, Lynchburg.  
 J. Stuart Banfield, Columbus, Ga.  
 Mary A. Fowler, "  
 Mary E. Christrer, Americus, Ga.  
 Sally Banks, "  
 Julia A. Wilson, Talboton.

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Miss Emily W. Waterhouse, Baltimore, Md.  
 Harry Wilson, "  
 Miss Henrietta Cornish, "  
 " Kate H. Grover, "  
 " Adele Jackson, "  
 " Louisa A. Hieer, "  
 Mrs. Carrie T. Browne, "  
 James H. Hill, "  
 Henry Boyer, Anne Arundel Co., Md.  
 Mrs. Mary Bishop, "  
 Thomas C. Cummings, Baltimore Co., Md.  
 Miss Addie V. Green, "  
 " Elizabeth J. Haley, Caroline Co., Md.  
 Wm. E. Paraway, "  
 Miss Caroline Douglas, Cecil Co., Md.  
 " Sarah J. Thomas, Frederick Co., Md.  
 " Anna E. Hall, "  
 " M. J. C. Anderson, Harford Co., Md.  
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 Miss Martha A. O'Neal, Somerset Co., Md.  
 " Julia J. C. Usher, "  
 " Sarah C. Griffin, "  
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 " Della Davage, Worcester Co., Md.  
 " Mary E. Cowper, "

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 Mrs. H. C. Eddy, "  
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 " Mary Darrow, "  
 " M. Carrie Clark, Port Gibson, Miss.  
 " Helen Clark, "  
 " Baby Griswold, Little Rock, Ark.  
 Mrs. C. A. R. Briggs, Warrensburg, Mo.  
 Catherine Morgan, Sedalia, Mo.  
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 Angeline Emmons, Kirkwood, Mo.  
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 Jesse Townsend, Springfield, Mo.  
 Elma Townsend, "

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